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Micro Computer Feedback Report for the Strategic Leader Development Inventory

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**A Field Operating Agency Under the Jurisdiction
of the Deputy Chief of Staff for Personnel**

**EDGAR M. JOHNSON
Director**

Research accomplished under contract
for the Department of the Army

James E. Hopkins, Independent Contractor

Technical review by

Thomas O. Jacobs
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13. ABSTRACT (Maximum 200 words) In 1990, the U.S. Army War College (USAWC) saw the need for a tool to provide leadership developmental feedback to incoming students as an aid to their planning for the resident year and progress following that year. The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) developed and pilot tested the Strategic Leader Development Inventory (SLDI) to satisfy that need. As a part of the concept, an automated feedback printing program was developed to enable user organizations to print graphic feedback that facilitates student interpretation of SLDI scale scores. That program was developed for the academic year 91-92 pilot test and was revised for the academic year 92-93 field test of the SLDI. The academic year 92-93 version of the FeedBack program produced reports for a fixed set of questions and evaluation factors. If any changes were made in the SLDI, the program had to be rewritten. The academic year 93-94 upgraded version of the FeedBack program is flexible. It allows the survey questions and the evaluation factors to be redefined through the use of a look-up table, thereby enabling continuous user product improvement over time and adaptation of the SLDI to different (Continued)					
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subject populations as needed. The FeedBack program requires an MS DOS or a compatible computer connected to a Hewlett Packard LaserJet or compatible printer. The source code for this program is published separately as a Research Note.

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Micro Computer Feedback Report for the Strategic Leader Development Inventory

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FOREWORD

Enhancing the continued growth of leadership skills is a central element in the Senior Service College mission. Feedback from others is a useful tool for that purpose.

The Strategic Leader Development Inventory (SLDI) is a questionnaire designed to obtain feedback from seniors, peers, and subordinates on dimensions of leader actions and attributes thought important for senior leader development. In practice, perceptions from each of these sources can be compared with perceptions of the individual who provides a self description. The comparison can provide insights about an individual's "blind spots" and indications about how future development might be guided.

A crucial element in use of the SLDI is the cost-effective generation of feedback to leaders in a form that truly aids understanding and development. This report documents the development of a second-generation version of software that accepts formatted data from a mark-sense scoring machine, performs the statistical computations necessary to develop feedback sheets for individual students, and prints the sheets.

This work was made possible by the U.S. Army Summer Associateship Program for High School Science and Mathematics Faculty, through which expertise was made available for the critical software development part of the project. It was performed as a part of the work program of the Strategic Leadership Technical Area.

EDGAR M. JOHNSON
Director

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I wish to express my appreciation to T. Owen Jacobs and Steven R. Stewart for their continued assistance and support in creating the FeedBack micro computer program. They provided me with the insights, responsibility, and flexibility to complete my assignment.

MICRO COMPUTER FEEDBACK REPORT FOR THE STRATEGIC LEADER DEVELOPMENT INVENTORY

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MICRO COMPUTER FEEDBACK REPORT FOR THE STRATEGIC LEADER DEVELOPMENT INVENTORY

INTRODUCTION

The Strategic Leader Development Inventory (SLDI) is currently under development by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), Strategic Leadership Technical Area (SLTA), in collaboration with the U.S. Army War College (USAWC) and the Industrial College of the Armed Forces (ICAF). The SLDI allows the student to assess himself/herself on a number of leadership attributes, and to ascertain how this assessment differs from those given by superiors, peers, and subordinates.

In addition to completing a self-assessment form, students select as many as three superiors, three peers, and four subordinates to provide assessments. After all the surveys are completed, the answers are scanned into an ASCII text file. The FeedBack micro computer program uses the ASCII text files to print a graphic report for each participant, summarizing the results from all sources. The participants can use this report to compare their own self descriptions with those of their fellow students, and with those provided by their former peers, subordinates, and superiors.

In addition to the FeedBack graphic reports, each participant receives a written description of the research that led to development of the SLDI and the items defining each of the factors.

Because of time limitations, the academic year 92-93 version of the FeedBack program produced reports for a static set of predefined factors. Alteration of any of the SLDI factors required that the FeedBack computer program be rewritten. It was known at the outset that "tailorable" feedback would be necessary for a final operational system, and that was consequently a primary goal for the current revisions of the program. The program was rewritten to allow the factors to be defined through use of a user-accessible look-up table and now is substantially more flexible than the previous version. In addition, it will now print on any Hewlett Packard LaserJet printer.

The following manual will provide the guidance and steps necessary to accurately prepare your data, compile individual and group reports, and make changes to existing databases.

OVERVIEW OF THE *FEEDBACK* PROGRAM

PURPOSE: The following manual is designed to answer questions related to the use of the SLDI *FEEDBACK* program.

**MATERIALS
NEEDED:**

Before you begin you should locate the following items:

- Your computer disk copy of the Feedback programs (disk reads SLDI *FEEDBACK*)
- The answer sheets for Peer, Supervisor, Subordinate and Self Ratings on the SLDI
- A standard answer sheet reader
- A wordprocessing or database program capable of manipulating ASCII files (Examples include WordPerfect and PEdit)
- A printer (Hewlett Packard LaserJet or compatible)

**STEPS IN
USING THE
PROGRAM:**

This manual is divided into several sections. The sections correspond to the steps which must be followed to properly use the Feedback program.

**DEVELOPING ANSWER FILES
PREPARING AND SCANNING ANSWER SHEETS
CHECKING DATA FORMATS
COMPUTING SCORES FOR THE SLDI
PRINTING THE FEEDBACK REPORTS
MAKING CHANGES TO YOUR DATA BASE
ADDING CASES AND FILES
COMPARING INDIVIDUAL PROFILES
FOR ADVANCED USERS AND PROGRAM MAINTENANCE**

WARNING: The *FEEDBACK* program requires several preparatory steps. If the initial steps are not attended to closely, the results obtained for individual, as well as, groups will be invalid. Please make sure you have read through the entire manual before operationalizing the *FEEDBACK* program for the first time.

DEVELOPING ANSWER FILES

PREPARING AND SCANNING THE ANSWER SHEETS

- STEPS:**
1. *Separate answer sheets into piles according to Rater form type (e.g., Peer, Supervisor, Subordinates and Self piles).*
 2. *Order the individuals (e.g., alphabetic, by SSAN). If a person has more than one peer, supervisor, or subordinate rater make sure they remain together in the ordering process for each rater type.*
 3. *Scan in each pile creating separate ASCII files according to rater type (refer to Table 1.).*

The purpose of the FeedBack computer program is to produce a profile sheet of the assessments made by peers, subordinates, and superiors relative to individual students' self assessments on the SLDI. This feedback is given in the form of 15 factor scales scored from the SLDI questionnaire. The scales for the current version of the FeedBack program include: Conceptual flexibility, political sensibility, long term perspective, quick study/perceptive, complex understanding, empowering subordinates, strong work ethic, personal objectivity, team performance facilitation, personal toughness, technical incompetence, explosive/abusive, arrogant/self-serving/unethical, rigid/micromanage, and inaccessible. More information about the meaning of each of the scales with regard to leadership performance is provided along with each FeedBack graphic report.

Data for the FeedBack program comes from scanning standard answer sheets using a standard answer sheet reader (for example, Scantrons). Once scanned, the ASCII data files are used by the Feedback program to create individual profile sheets. Appendix A provides an example of the profile sheet that the FeedBack program creates.

Before scanning, the answer sheets should be divided into five stacks corresponding to type of rater (e.g., self I, self II, peers, subordinates, or superiors). If each stack is ordered according to SSAN or alphabet such that individuals are in the same order in each stack, subsequent search for answer sheets to correct data entries will be facilitated. The multiple raters of the same type for each ratee should be kept together in each stack. In addition to ensuring the order of the answer sheets, persons responsible for scanning them should double check that there are no stray marks or incomplete erasures on the sheets.

When a stack has been scanned, the reader will query the operator for a filename. Files should be named such that the first eight letters of the file describe the sample (e.g., ICAF_94 or AWC_94). In order to ensure that all of the files for a particular sample are analyzed properly, the same filename must be used for all files. The only difference among the files is the extension (e.g., *.PER and *.SUP). The table below lists all possible answer sheet types, an example filename, and a short description of the contents of each ASCII file.

The examples were taken from an ICAF collection in 1994.

Table 1. FILES REQUIRED TO COMPUTE FEEDBACK SCORES

SLDI FORM TYPE	FILENAMES	FILE CONTENTS DESCRIPTIONS
Self Report - Part I (133 columns)	ICAF_94.SF1	Answers provided by students about themselves for Part I of the Self Report form. Part I corresponds to the first answer sheet which contains the positive factors.
Self Report - Part II (88 columns)	ICAF_94.SF2	Answers provided by students about themselves for Part II of the Self Report form. Part II corresponds to the second answer sheet which contains the negative factors.
Peer Forms (110 columns)	ICAF_94.PER	Answers provided by Peers to the Peer Report Form. All peers completing the questionnaire for a given person should be entered as a block.
Subordinate(s) Forms (112 columns)	ICAF_94.SUB	Answers provided by Subordinates to the Subordinate Report Form. All subordinates completing the questionnaire for a given person should be entered as a block.
Superior(s) Forms (114 columns)	ICAF_94.SUP	Answers provided by Supervisors to the Supervisor Report Form. All supervisors completing the questionnaire for a given person should be entered as a block.

CHECKING DATA FORMATS

The ASCII text files should be in the following format. The first 20 columns of each data line should be individual identifiers such as name or SSAN. For the Peer, Subordinate and Supervisors forms the first 20 columns should report the name of the person they rated, NOT the peer, subordinate or supervisor names. Because the FeedBack program uses this information to match all the ratings for a given individual, the profile for an individual cannot be created if they do not have the same identifying information in the first 20 columns of each data file type.

A Brief Introduction to Data Files. Computers organize information in matrices of rows and columns. In the current data files, each line (row) of data reflects the responses of a given person. Thus, each answer sheet is scanned in as a row of data. There is a one-to-one

correspondence between a line of data and an individual's answer sheet. Each column in a data file represents the answers to a given item, except for the first 20 columns. These first 20 columns are reserved for the student's name or ID number.

The scanner converts the letters from the answer sheets into numbers such that A = 5, B = 4, C = 3, D = 2, E = 1. The numbers can then be used by the computer to compute the scale scores that make up the profiles for the SLDI. Data lines should never exceed 256 characters. The actual length of each line depends upon the number of questions in a questionnaire and the number of spaces left for individual identification. For example, Part I of the Self Report had 113 items. These items added to the 20 columns left blank for identification purposes leads to a data line length of 133. The line lengths for each of the SLDI forms are presented in Table 1 in the first column in parentheses.

Format Specifications. The following specifications **must be** adhered to in order to ensure data is **accurately analyzed**:

- The first twenty columns are reserved for the student's identifier (e.g., name or SSAN). The SSAN is strongly preferred, because the use of names will increase the likelihood of mis-match errors.
- The answer to the first question on any of the forms should be in column 21.
- Spaces on the data line indicate that no answer was given by the rater. An underline or asterisk indicates the scanner could not determine what a mark on the answer sheet meant. All spaces, underlines and asterisks in each data file must be checked by examining the corresponding answer sheets. Corrections must be made with an ascii text editor prior to using the data file with the FeedBack program. **After editing, the data file must be saved as an ascii (DOS) file.**

SLDI SCORE COMPUTATION

- STEPS:**
1. *If a subdirectory with the required files does not already exist, create a subdirectory on the hard drive and load the data files into this subdirectory (see Table 2).*
 2. *Check that the filename formats delineated in Table 1 have been followed and that all relevant files are ready for use with the FeedBack program.*
 3. *Ensure that the FEEDBACK subdirectory contains a correct .CFG file. If the subdirectory was created from a distribution disk provided by the Army Research Institute, a .CFG file (AWC_95.CFG) reflecting the latest factor analytic results will already exist. Re-name it to match the name given the raw data files following the example in Table 1.*
 4. *Type FEEDBACK. Wait while program initiates.*
 5. *Select the correct *.CFG file (e.g., ICAF_94.CFG).*
 6. *If these are new data files, create a combined data file for that sample using the menus. The execution time is 20 to 30 minutes for 150-200 students.*
 7. *Use FeedBack menu bar to rank data.*

Overview. The FeedBack program reads a descriptive file which contains the names of the factors and the source information needed to compute the SLDI scale score means. This descriptive file is called a configuration file (*.CFG). One configuration file contains all the information needed to combine and score the five ASCII answer files for all subjects in a given group or class.

The Configuration File (*.CFG). The FeedBack program requires a separate configuration file (*.CFG) for each data set. The first eight letters of the configuration filename should be the same as that for the scanned answer files as shown in Table 1. A configuration file should be created for each group or class by copying the *.CFG file from the master disk, MASTER.CFG file, and renaming it to match the name of the data files for the group or class on which you are working. Thus, the *.CFG file appropriate for the sample stays matched with its datafiles preventing problems when there are multiple versions of the SLDI being used.

*Exercise caution in making changes to *.CFG files. If the *.CFG file contains errors, the feedback forms will not be printed or may not be accurate. Users lacking familiarity with DOS based systems should contact either the author or the U.S. Army Research Institute.*

The FeedBack program can be used from a floppy drive, but will run faster and perhaps with less user attention if the program files and required associated files are loaded onto a hard drive. Table 2 shows a directory listing containing the minimum number of files required to begin the FeedBack program, assuming that data have been collected from individuals, superiors, peers, and subordinates. In this case, the directory listing shows the files used to print the AY93-94 U.S. Army War College student feedback.

TABLE 2

FILES REQUIRED FOR FEEDBACK PROGRAM

Volume in drive C is MS-DOS_6
Directory of C:\FEEDBACK

.		<DIR>	02-28-94	9:50a
..		<DIR>	02-28-94	9:50a
FEEDBACK	EXE	52600	01-11-94	8:31a
AWC_94	CFG	7076	08-18-93	2:36p
AWC_94	PER	66020	09-17-93	7:58a
AWC_94	SF1	32303	09-17-93	7:44a
AWC_94	SF2	21027	09-17-93	7:55a
AWC_94	SUB	88308	09-17-93	7:56a
AWC_94	SUP	45178	09-17-93	7:57a

Table 2 shows that the printing process must begin with the FeedBack execution program, the correct configuration file, and five data files (assuming data have been gathered from individuals, superiors, peers, and subordinates).

The FeedBack program is initiated from within the FEEDBACK subdirectory by executing the DOS command: FEEDBACK. The FeedBack program is menu driven, using a Lotus style menu bar. The first line of the menu lists the commands and the second line is a sentence describing the highlighted command. An information box at the bottom of the screen provides instructions for operating the menu bar.

When beginning the FeedBack program, the user should use the "File" command to select the desired configuration file (*.CFG). The FeedBack program uses the first eight letters of the configuration file's name to locate the files needed to produce the reports (Table 2). The FeedBack program expects all the files to be in the same directory as the configuration file.

Between the Menu Bar and the program title there is a two-line Program Status

Display. When the configuration file is selected, the program looks for a data file (*.DAT) with the same name as the configuration file. If it finds the desired file the program opens the file and returns to the opening screen. The Program Status Display will show the filename and the number of IDs contained in the file.

If the FeedBack program cannot locate the *.DAT file, it will ask if the user wishes to create a data file. This is done with a single command (refer to Table 3) from the FeedBack menu bar. This step requires approximately one-half hour, given a sample size of as many as 200 individuals. Basically, during this step all individual data lines are ranked and their percentiles computed. The Program Status Display informs the user when the computation has been completed.

PRINTING FEEDBACK REPORTS

- STEPS:**
1. *Check that printer is compatible with FeedBack program. All Hewlett Packard LaserJet printers should be compatible. Printers that do not support PCL codes will not be.*
 2. *Select Print command on menu bar.*
 4. *Select reports to print by selecting the TAG command on the menu bar, and "tagging" individual data lines, or select the whole group by pressing "Control" and "Enter" simultaneously.*
 5. *Issue the Print command.*

The FeedBack program was written using 8086 micro assembly language. It will operate correctly on a computer using an MS-DOS or compatible operating system. The FeedBack program is designed to print FeedBack graphic reports on a Hewlett Packard LaserJet or compatible printer. A compatible printer must support Hewlett Packard's Printer Control Language (PCL).

If the data file is selected, the scores are ranked, and the printer is on line, the FeedBack program is ready for the "Print" command. The "Print" command in the main menu will display the Print Menu and the names or ID numbers of all the students in the *.DAT file.

The Program Status Display lists the status of the selected printer port. The FeedBack program tests the identified port to determine if an active device is at that port. It must say "printer is ready" before reports can be printed. If the user is not sure which port the printer is using, there are two choices. The easiest may be the trial and error method. Make sure the printer is turned on and use the "LPT" command to select one of the three parallel ports. If FeedBack says the "printer is ready," try printing a report.

Caution: The term "printer is ready" means there is a peripheral attached to the LPT port that is ready to receive data. FeedBack assumes the peripheral is a printer.

If You Are Still Having Trouble Printing. If you have tried all LPT ports using the menu bar, and have not found a printer port though you know a printer is connected, you may need to re-route your print instructions. LaserJet printers will work off both parallel and serial (COM) ports. If the printer is connected to one of the COM ports, the DOS "MODE" command can be used to redirect LPT1 to that COM port. Consult the DOS documentation for instructions on use of the "MODE" command. A typical use of the MODE command to direct output from LPT1 to COM1 is shown below:

C:\DOS\MODE LPT1=COM1

As an alternative to the trial and error procedure above, it is usually possible to determine what port the printer is using by examining the printer setup on a word processor that has been installed on the computer being used. For WordPerfect, for example, when a print command (Shift-F7) is issued, a menu appears which shows the printer being used by WordPerfect. One of the available commands is Select, which is shown on the same line with the printer selected. When that command is used, a new screen appears, listing the available printers. At the bottom of that screen is another command menu, with the option Edit. Selection of that option will produce yet another screen which lists the port being used by the computer. (Use of Escape or F1 or 0 will then "back up" WordPerfect without changing any of the settings.)

Once the correct printer port has been identified, printing is accomplished by selection of the PRINT option on the menu bar. The program will ask the user to select individual reports to print (by "tagging" individual data lines), with the option of "tagging" all data lines at once. Issuance of the PRINT command after the desired data lines are "tagged" will complete the process. This step will require several hours for a subject sample of 150 to 200 individuals.

Individual reports can be generated if the sample is not scored all at one time. Individual data should be added to the appropriate *.SF1, *.SF2, *.PER, *.SUB, and *.SUP files with a text editor. The section on **Making Changes to Your Data Base** covers these steps in more detail.

TABLE 3

QUICK REFERENCE TABLE FOR USING FEEDBACK PROGRAM

1. Create hard drive sub-directory and load required files into it.
 2. Initiate FeedBack program with FEEDBACK command.
 3. If more than one CFG file exists, select correct one.
 4. Use FeedBack menu bar to create a data file. The execution time is 20 to 30 minutes for 150-200 students.
 5. Use FeedBack menu bar to rank data.
 6. Select PRINT command on menu bar, and TAG desired printouts.
 7. Follow FeedBack menu bar instructions to issue print command.
-

The FeedBack program is designed for use with a color monitor. With some systems using a monochrome monitor, the words in the second line of the menu may not be clearly displayed. If the words are difficult to read, restart FeedBack with the command "FeedBack m". Some laptop computers use monochrome monitors but operate in a color video mode. The "m" command can be used to force the Feedback program into the monochrome mode.

Table 3 shows a sequence of actions that will result in printing FeedBack reports. In most instances these are the steps the user needs to successfully use the FeedBack program. Users of the FeedBack program are encouraged to experiment with the commands. Some users find it easier to learn the program by trial and error rather than by reading the documentation. Experimentation cannot damage the program or the data files. An important feature of the FeedBack program is that any command can be canceled by pressing the <Esc> key.

ADDING SCORES TO THE DATA BASE

- STEPS:**
1. *Delete the old *.DAT file. (This will be necessary if it is desired to recompute percentiles based on the total data base.)*
 2. *Merge the new data into the old data file and save as an ASCII (DOS) file.*
 3. *Proceed to re-compute data and print using the steps in Tables 2 and 3.*

Two occasions will demand that additional files be added to a data base. First, ratings for a given group or class might not all have been collected at once. Or, second, Feedback reports for specific individuals might be desired where they are referenced against an existing normative data base. This section deals only with adding scores to the data base. The COMPARING INDIVIDUAL PROFILES section deals with comparing an individual score to existing data bases.

Because the *.DAT used by the Feedback program to create profiles cannot be accessed for editing, a new *.DAT file must be created containing the files to be added. This is accomplished by adding the new individuals directly to the appropriate ASCII files (e.g., *.SLF1, *.SLF2, *.SUB, *.SUP, *.PER). Data can be added one individual at a time or as a group. Any standard text editor that can save files as ASCII (DOS) files may be used to complete this process.

When individuals or groups of individuals are being added, the steps and concerns delineated in previous sections of this manual should be consulted. The most significant checks to make include: 1) the individuals are in an order consistent within each text file (e.g., either add in at the proper SSAN or alphabetic location or at the end of the file in proper SSAN or alphabetic order), 2) that the order is consistent across the text files (e.g., across the *.SF1, *.SF2, *.PER, *.SUB, *.SUP), 3) that the lines are the correct length (if they are not, you may be adding the answers to the wrong text file, consult Table 1 for proper line lengths), and 4) that you have saved copies of the old text files and the new text files (the adage in database management is KEEP BACK UP COPIES OR PAY LATER).

The steps for adding new data to an old data base are shown above. This procedure **re-computes percentiles based on the whole data set**. If the user wishes to print reports for the new data without changing the previously computed percentiles, there is no need to erase the old *.DAT file. The next section provides more specific instructions.

COMPARING SCORES TO AN EXISTING DATA BASE

STEPS: Refer to Tables 4 and 5.

It is possible to compare a given individual's scores with those in an existing data base by following the procedure in Table 5. The FeedBack program requires a basic set of files in order to print a feedback report. Table 2 shows the set of files that normally will exist at the end of a data collection. The FeedBack program operates on these files to produce a more complete set of files, as shown in Table 4.

TABLE 4

COMPLETE FILE SET FOR PRINTING REPORTS

Directory of C:\FEEDBACK

.	<DIR>	02-28-94	9:50a
..	<DIR>	02-28-94	9:50a
FEEDBACK	CFG	7140 01-11-94	8:31a
FEEDBACK	EXE	52600 01-11-94	8:31a
AWC_94	CFG	7076 08-18-93	2:36p
AWC_94	PER	66020 09-17-93	7:58a
AWC_94	SF1	32303 09-17-93	7:44a
AWC_94	SF2	21027 09-17-93	7:55a
AWC_94	SUB	88308 09-17-93	7:56a
AWC_94	SUP	45178 09-17-93	7:57a
AWC_94	DAT	21360 02-28-94	10:12a
AWC_94	RNK	483 02-28-94	10:12a
AWC_94	NDX	7744 02-28-94	10:12a
15 file(s)		365670 bytes	
		170643456 bytes free	

Table 4 shows several additional files beyond those shown in Table 2. Normally, these files are built by the FeedBack program when the steps in Table 3 are followed. If the user wishes to compare a given new score with those in an existing data base, a full set of files, such as those in Table 4, must be used. The essence of the procedure is to re-name these files to produce a new set of files from which a new feedback report can be generated then to compare the new datafiles with the rankings from the old datasets. Table 5 shows one set of steps by which this can be accomplished. It is a redundant procedure to ensure that a user who is not fully conversant with managing files will not accidentally lose the basic files needed for running the program.

TABLE 5
STEPS IN COMPARING SCORES TO A DATA BASE

1. Make a new directory on the C Drive (e.g. FEEDBACK.NEW), using the DOS command:
MKDIR C:\FEEDBACK.NEW
 2. Copy working files from the old FEEDBACK directory to the new one, using the DOS command:
COPY C:\FEEDBACK*. * C:\FEEDBACK.NEW
 3. Change to the FEEDBACK.NEW directory, and rename the *.CFG file using the DOS command:
RENAME C:\FEEDBACK.NEW*.CFG NEWNAME.CFG
 4. Place the scores of the new individuals into the correct files, e.g., SLDI Part I answers into NEWNAME.SF1 and Part II answers into NEWNAME.SF2, and so on.
 5. Use the FeedBack program to create a NEWNAME.DAT file.
 6. Exit the FeedBack program and copy the old *.RNK file to the new directory:
COPY C:\FEEDBACK*.RNK C:\FEEDBACK.NEW
 7. Rename the *.RNK file:
RENAME C:\FEEDBACK.NEW*.RNK NEWNAME.RNK
 8. Use the FeedBack program to print the NEWNAME reports following the steps in Table 2. (WARNING: Do not use the FeedBack program to rank the NEWNAME data when you re-enter the FeedBack program.)
-

Copying the feedback files onto a new directory guarantees that it is not possible to harm the original files through either experimentation or mistake. Table 5 contains the DOS commands to copy and rename files for users who are not expert in the use of DOS.

To summarize, the steps in Table 5 involve copying the master feedback files into a new directory, renaming them to fit the new use, comparing the new files with the percentages obtained from the previous datasets, and then printing feedback reports. Use of the procedure in Table 5 does not add subjects to the data base.

There are some cautions that apply here, as in using the steps in Table 5. Each set of answers must be preceded by a 20 space leader which contains the subject identification. As noted earlier, the social security number is a very good identifier. But whatever the identifier used, all answer files belonging to the same individual must have **PRECISELY** the same identifier, to include any spaces or punctuation. For example, J HOPKINS is not the same as J HOPKINS, because there is an extra space between the J and the H in the second one.

The NEWNAME.SF1, SF2, PER, SUP, and SUB files can contain one data line each, or many. The SLDI could be given to several individuals, who could then be entered into the NEWNAME files at the same time. In addition, it is not necessary that PER, SUP, and SUB data exist. The FeedBack program will look for them, and will warn the user if they are not there, but will create the required NEWNAME.DAT file anyway.

To summarize, use of this procedure will enable the user to print report forms for new subjects, with reference to any existing data base. It will not add the subjects to that data base, and thus will not change the computed percentiles.

FOR ADVANCED USERS AND PROGRAM MAINTENANCE

This section is intended to provide a framework for understanding the programming structure of the FeedBack program. Individuals who are involved in changing the factor scores used to calculate each scale score should read this section closely.

The configuration file contains the group names, the factor names, the file type names, and the question numbers that comprise each factor. The file may contain blank lines and comment lines which are preceded by a semicolon. The FeedBack program stops reading a line when it encounters a semicolon. Data in the configuration file must start at the beginning of a line. If the first non-space character of the line is not a valid data entry the entire line will be skipped.

The FeedBack program will produce feedback reports with scales in the same order as appears in the configuration file. This fundamental rule allows the FeedBack program to check for errors in the configuration file without knowing how many factors, or questions, are contained by any version of the SLDI. Thus, the order of the entries in the configuration file is very important.

Rules for Checking the Configuration File

1. The first data line in the configuration file must be a group name in curly brackets.
2. The next data line after a group name must be a factor name in brackets.
3. The next data line after a factor name must be a self filename of SF1 or SF2. (Note: file type names must be in upper case letters.)
4. A data line containing the file type name must contain at least one question number. No question number will be larger than 200.
5. The SUP, SUB, and PER file type names must be preceded by a SF1 or SF2 data line.
6. Within a group name all self files must be of the same type. (SF1 or SF2 but not both in the same group).

First Rule

The first data entry in the configuration file must be a group name. A group name should be at the beginning of the line and enclosed in curly brackets. Example:

{Cognitive Skills and Attributes}

Second Rule

The next data line should contain the name of the first factor enclosed in brackets. (Note: If the factor name is larger than 24 characters the FeedBack program will print it on two lines, but that is under program control. Do not attempt to divide the factor name in the configuration file.) Example:

[Long Term Vision]

Third Rule

Following the factor name, the next data lines must contain a self file type name and question numbers that are to be used to compute the mean scores for the self scores. The only valid self file type names are SF1 (for Self Part I) and SF2 (for Self Part II). Example:

SF1 1,4,8,10,22,35 etc

or

SF2 2,6,9,22,36,80 etc

Fourth through Sixth Rule

If the Self and Other scores are to be plotted on the same bar (as shown in the example in Appendix A), then a data line must follow the SF1 and the SF2 lines. The data line must have one of the following file type names:

PER meaning scanned answer file for peers
SUP meaning scanned answer file for superiors
SUB meaning scanned answer file for subordinates

The file type name must be in upper case letters. The question numbers to be used to compute the mean score must be on the same line following the file type name.

Types of Profile Comparisons

Single Bar Comparison. Comparisons can be shown in two ways by the FeedBack program. One provides feedback in a single bar which contains the student's "self" assessment plotted as a percentile within the range of assessments provided by "others," with the percentiles computed on the basis of the "other" assessments. Example:

SF1 1,10,23,87,94,102 ;1st bar
PER 2,10,22,65,67,94 ;point on the same bar

Double Bar Comparison. The second comparison method produces two bars. The first bar contains the student's "self" assessment plotted as a percentile within the range of similar "self" assessments by other students, with the percentiles computed on the basis of the

distribution of student self-assessments. The second bar contains the "self" score and an "other" assessment (superior, peer, or subordinate), both plotted as percentiles within the range of assessments provided by "others" of students, with the percentiles computed on the basis of the "other" assessments. (This is the method illustrated in the configuration file shown in Appendix A, and the sample printout shown in Appendix B.) Example:

SF1 1,10,23,87,104,110	;1st bar
SF1 1,10,23,87,94,106	;2nd bar
PER 2,10,22,65,67,94	;point on the 2nd bar

In this example, the SF1 items comprising the first bar are not exactly the same as those comprising the second bar. (The factor analyses on which the scales are based were done separately for students, superiors, peers, and subordinates. Consequently, the items loading on the factors were not always the same.) Those comprising the second bar are precisely the same items as those in the "other" form. Choice of this option enables the user to show two precise comparisons. The first is student self-assessment compared with that of other students on precisely the same item set. The second is self-assessment with "other" assessment on precisely the same items as "others" used.

Each time the Feedback program encounters a *.SF1 or *.SF2 file type name it will start a new bar. Thus, for each factor the number of bars should equal the number of self data lines following the factor name in the factor.

The Feedback program's "File" command allows the user to view the configuration information as it is placed in the computer's memory. This enables the user to check the factors and question numbers for accuracy.

If all the scales will not fit on one page, the FeedBack program will automatically begin a second page. The program will also start a new page when it encounters a group name. This feature can be used to override the default page break. If a group has five factors and only four will fit on a page, the user may prefer to place three factors on the first page and two on the second page. This can be accomplished by repeating the group name between the third and fourth factors in the configuration file.

APPENDIX A

SAMPLE CONFIGURATION FILE

;This is the current configuration file for the FeedBack program. The
;FeedBack program will produce the feedback forms in the same order as
;the data is presented in this file. See the FB_CFG.DOC for
;addition help. This configuration file provides the option of
;precise comparison of a student's self-assessment with the assessment
;provided by any specific group of others. For example, under the first
;factor, Conceptual Flexibility, each student responded to the items in
;the SF1 line. Students may then compare themselves with the
;distribution of students' assessments on precisely the same items. The
;items listed on the next line, immediately above SUP are the precise
;items former supervisors used in assessing the student on that factor.
;Student self-assessments may be compared with former supervisors'
;assessments on precisely the same item set by using these items.

;NOTES: All configuration data must start at the beginning of a line.
; The file type names must be in upper case letters. SF1, SF2,
; PER, etc. A semicolon should be use before comments.
; The FeedBack program stops reading the line when it reaches
; a semicolon.

SLDI Data	Comments
{Conceptual Skills and Attributes}	; group factor name
[CONCEPTUAL FLEXIBILITY]	; 1st factor in group
SF1 1,2,5,16,25,27,29,38,40,41	; self part 1
SF1 6,16,18,19,52,84,93	; self part 1
SUP 5,9,11,12,28,39,44	; superiors
SF1 16,22,39,44,52,53,71,75,86,110	; self part 1
PER 9,12,16,17,19,20,32,33,38,50	; peers
[POLITICAL SENSIBILITY]	; 2nd factor in group
SF1 21,55,61,72,73,76,86,87,94,103	; self part 1
SF1 21,54,55,75,76,86,87,94,95	; self part 1
SUP 14,29,30,35,36,40,41,45,46	; superiors
SF1 1,21,54,55,61,76,87,94,95,103	; self part 1
PER 1,11,21,22,27,34,39,43,44,47	; peers
[LONG TERM PERSPECTIVE]	; 3rd factor in group
SF1 3,17,26,38,49,50,62,73,92,104	; self part 1
SF1 3,17,26,38,49,50,62,73,92,104	; self part 1
SUP 3,10,16,22,25,26,31,34,43,51	; superiors
[QUICK STUDY/PERCEPTIVE]	; 4th factor in group
SF1 2,11,15,18,29,48,59,60,63,69	; self part 1
SF1 2,11,15,18,29,48,59,60,63,69	; self part 1
PER 3,6,8,10,14,18,25,26,29,30	; peers
[COMPLEX UNDERSTANDING]	; 5th factor in group
SF1 1,2,11,13,15,24,25,27,30,33,37,48,59,60,69,79,83,100,102,105,111	; self part 1
SF1 1,2,11,13,15,24,25,27,30,33,37,48,59,60,69,79,83,100,102,105,111	; self part 1
SUB 2,3,4,5,6,9,10,11,12,13,17,23,26,27,32,38,43,45,46,50	; subordinates
{Positive Attributes}	; group factor name
[EMPOWERING SUBORDINATES]	; 1st factor in group
SF1 12,36,46,47,58,68,70,80,82,112	; self part 1
SF1 12,31,34,70,80,81,90,99,101,108	; self part 1
SUP 8,19,21,33,37,38,42,48,50,52	; superiors
SF1 9,10,12,23,31,56,57,70,89,90	; self part 1
PER 4,5,7,13,15,23,24,31,40,41	; peers
SF1 23,34,36,42,44,46,52,58,67,70,82,89,98,101	; self part 1
SUB 8,14,16,18,20,22,24,25,31,33,37,40,42,44	; subordinates
[STRONG WORK ETHIC]	; 2nd factor in group
SF1 11,32,66,71,78,100,102,107,111	; self part 1
SF1 4,8,11,20,29,30	; self part 1
SUP 4,6,7,13,17,18	; superiors

[PERSONAL OBJECTIVITY]	; 3rd factor in group
SF1 6,7,9,10,14,42,52,89,90,98	; self part 1
SF1 45,64,65,66,77,88,106,107,110,	; self part 1
SUB 21,28,29,30,34,39,47,48,49	; subordinates
[PROFESSIONAL MATURITY]	; 4th factor in group
SF1 33,48,51,69,97,100,113	; self part 1
SF1 33,48,51,69,97,100,113	; self part 1
SUP 20,24,27,32,47,49,53	; superiors
[TEAM PERFORMANCE FACILITATION]	; 5th factor in group
SF1 62,77,80,85,91,96,97,108,109,113	; self part 1
SF1 62,77,80,85,91,96,97,108,109,113	; self part 1
PER 28,35,36,37,42,45,46,48,49,51	; peers
[PERSONAL TOUGHNESS]	; 6th factor in group
SF1 13,22,25,33,35,45,59,77,79,91	; self part 1
SF1 13,22,25,33,35,45,59,77,79,91	; self part 1
SUB 5,7,10,13,15,21,26,34,36,41	; subordinates
{Negative Attributes}	; group factor name
[TECHNICAL INCOMPETENCE]	; 1st factor in group
SF2 4,12,21,28,29,33,55,60,66,67	; self part 2
SF2 4,12,13,25,33,42,55,60,65,66,67	; self part 2
SUP 56,62,63,71,76,81,87,89,92,93,94	; superiors
SF2 4,12,13,20,21,33,49,60,66,67	; self part 2
PER 53,57,58,64,65,71,82,86,89,90	; peers
SF2 4,11,12,21,28,33,42,44,60,66	; self part 2
SUB 55,61,62,67,71,74,79,80,87,91	; subordinates
[EXPLOSIVE/ABUSIVE]	; 2nd factor in group
SF2 1,5,14,15,19,22,26,43,54,56	; self part 2
SF2 3,5,7,14,18,19,24,37	; self part 2
SUP 55,57,58,64,67,68,70,78	; superiors
SF2 3,5,18,30,41,43,46,51,65	; self part 2
PER 52,54,62,68,76,77,79,83,88	; peers
SF2 3,5,7,16,17,19,24,34,59,61	; self part 2
SUB 54,56,58,64,65,66,69,75,86,88	; subordinates
[ARROGANT/SELF-SERVING/UNETHICAL]	; 3rd factor in group
SF2 9,10,16,18,27,32,38,45,47	; self part 2
SF2 1,9,10,27,31,32,38,45,47,58	; self part 2
SUP 54,60,61,72,74,75,79,83,84,88	; superiors
SF2 10,14,16,24,31,32,37,45,47,58	; self part 2
PER 56,59,60,67,69,70,73,78,80,85	; peers
SF2 1,10,14,23,27,31,32,38,47,59	; self part 2
SUB 52,60,63,68,70,72,73,78,81,85	; subordinates
[RIGID/MICROMANAGES]	; 4th factor in group
SF2 7,8,17,34,39,48,50,61,62,68	; self part 2
SF2 8,17,22,30,34,39,48,50,61,62	; self part 2
SUP 59,66,69,73,77,80,85,86,90,91	; superiors
SF2 8,17,19,22,34,39,40,48,56,61	; self part 2
PER 55,61,63,66,72,74,75,81,84,87	; peers
[INACCESSIBLE]	; 5th factor in group
SF2 2,6,35,36,52,53,57,63,64	; self part 2
SF2 2,6,35,36,52,53,57,63,64	; self part 2
SUB 53,57,76,77,82,83,84,89,90	; subordinates

APPENDIX B

SAMPLE FEEDBACK REPORT

Strategic Leader Development Inventory

ID: 102

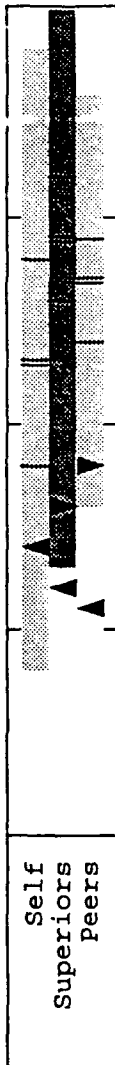
FACTORS:

Scored: 08/18/93

Conceptual Skills and Attributes

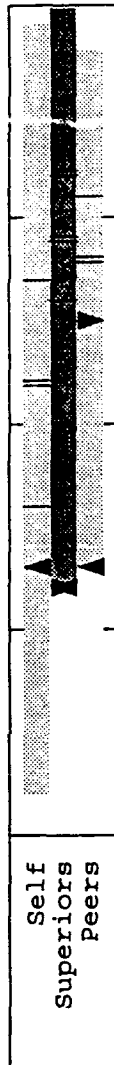
Raw Scores: 1 2 3 4 5
 ←Below Average Better Than Most The Best→

CONCEPTUAL FLEXIBILITY



Raw Scores: 1 2 3 4 5

POLITICAL SENSIBILITY



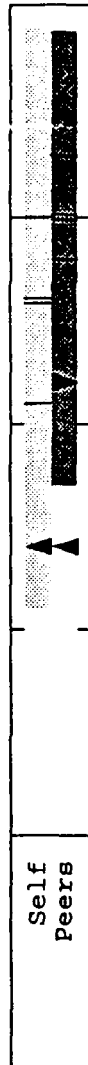
Raw Scores: 1 2 3 4 5

LONG TERM PERSPECTIVE



Raw Scores: 1 2 3 4 5

QUICK STUDY/PERCEPTIVE



Raw Scores: 1 2 3 4 5

COMPLEX UNDERSTANDING



Raw Scores: 1 2 3 4 5

▲ = Self ▼ = Others || = 25% or 75% = 50% = Range

Strategic Leader Development Inventory

ID: 102

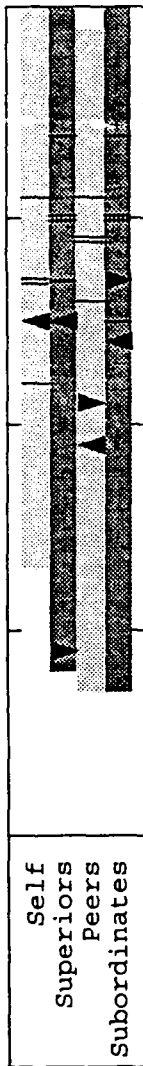
Positive Attributes

Scored: 08/18/93

FACTORS:

Raw Scores: 1 2 3 4 5
 ← Below Average Better Than Most The Best →

EMPOWERING SUBORDINATES



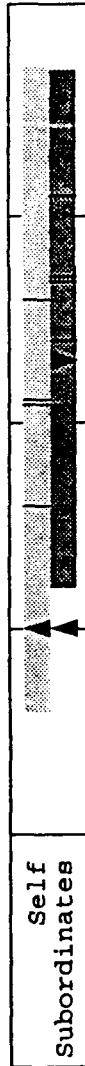
Raw Scores: 1 2 3 4 5

STRONG WORK ETHIC



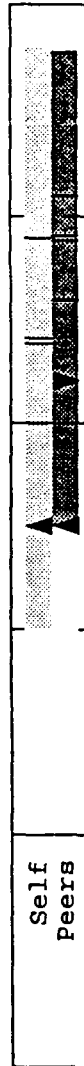
Raw Scores: 1 2 3 4 5

PERSONAL OBJECTIVITY



Raw Scores: 1 2 3 4 5

TEAM PERFORMANCE FACILITATION



Raw Scores: 1 2 3 4 5

PERSONAL TOUGHNESS



▲ = Self ▼ = Others | = 25% or 75% || = 50% = Range

Strategic Leader Development Inventory

ID: 102

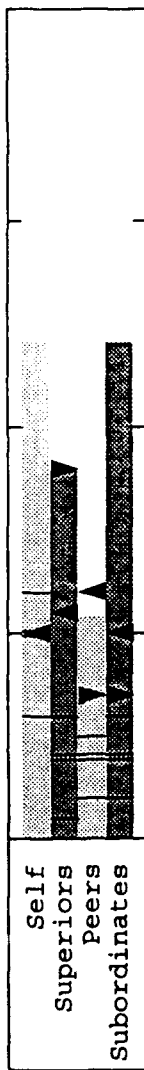
Negative Attributes

Scored: 08/18/93

FACTORS:

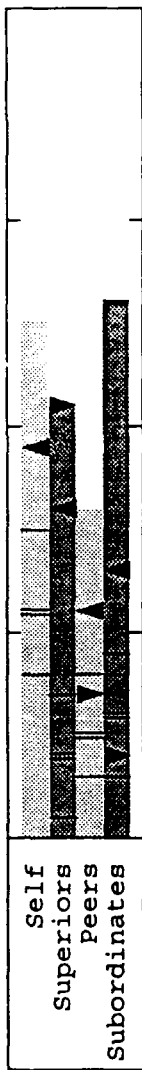
Raw Scores: 1 ← Never 2 3 Occasionally 4 5 Always →

TECHNICAL INCOMPETENCE



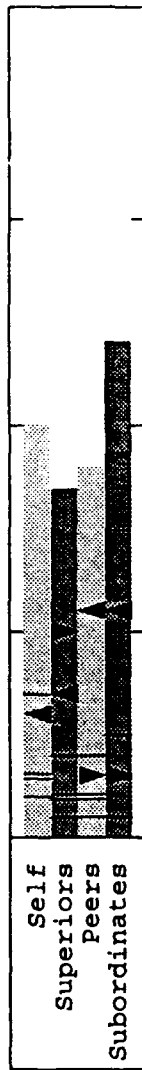
Raw Scores: 1 2 3 4 5

EXPLOSIVE/ABUSIVE



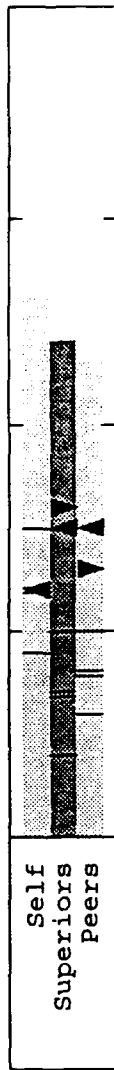
Raw Scores: 1 2 3 4 5

ARROGANT/SELF-SERVING UNETHICAL



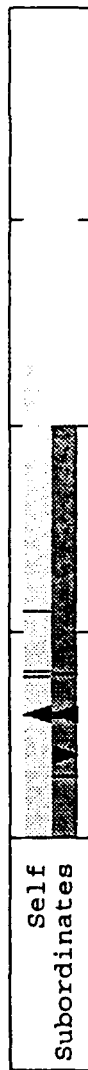
Raw Scores: 1 2 3 4 5

RIGID/MICROMANAGES



Raw Scores: 1 2 3 4 5

INACCESSIBLE



▲ = Self ▼ = Others || = 25% or 75% = 50% = Range